

COURSE SYLLABUS

LEADERSHIP

ED TECH 700

Fall 2004

Kent Rhodes, Ed.D.

Vance Caesar, Ph.D.

Pepperdine University

Graduate School of Education and Psychology

6100 Center Drive

Culver City, CA 90230

Professor's contact information:

Dr. Rhodes
18111 Von Karman Ave.
Suite 310
Irvine, CA 92612
AIM handle is "Ombud"

*Contact Dr. Rhodes at 949-223-2554 or at
Kent.Rhodes@pepperdine.edu*

Dr. Caesar
3020 Old Ranch Parkway, Third Floor
Seal Beach, CA 90740
(562) 799-5560
(562) 799-5710 fax
vance@vancecaesar.com

*Contact Dr. Caesar's office at
(562) 799-5560 or
info@vancecaesar.com
See Dr. Caesar's website for his bio and related
information.*

Course Description: In a highly interactive, multimedia learning setting, students will further strengthen their ability to lead and to teach/coach others to do the same, while increasing their understanding of major theories and approaches to leadership in local, national and global settings. An exploration of leading oneself will be integrated with an exploration of leading others in myriad situations while considering the significance of technology and systems thinking on each.

We are primarily facilitators of your learning. The role of the teacher as facilitator is markedly different from the role of teacher as instructor. Facilitators have a different relationship with learners. It is essentially a moral partnership whose purpose is the student's growth. Both sides agree to put forth their best effort in trying to develop the intellectual and social potential of the student. Such a commitment implies certain rules or a code of ethics.

Course Objectives include an examination of the following subjects through readings, discussions (guest speaker-lead, student-lead and professor-lead), self-assessments, interviews with leaders and student presentations (oral and written) to the class.

Subjects Examined: (a partial list)

- Leadership Theories and approaches in local, national, and global settings.
- The distinctions between leadership, management, coaching, counseling, facilitation, etc.

- Self-leadership vs. other leadership.
- Your leadership and management preferences and how to optimize them in alignment with your skills and learning style.
- Organizational change strategies employed by effective leaders.
- How your leadership behaviors are perceived and what you can do to reshape any part of those perceptions.

Required Texts:

- Cashman, Kevin (1999). *Leadership From The Inside Out: Becoming a Leader for Life*. Executive Excellence Publishing (note: the audio version is acceptable).
- Kouzes and Posner (2002). *The Leadership Challenge*. Third Edition. Jossey-Bass.
- Northouse, Peter (1997). *Leadership: Theory and Practice*. Sage Publications.

Required Articles:

In lieu of purchasing a Coursepack of required course articles, the following articles should be accessed **by each student** through the Pepperdine University Library (online) and printed out for use during the term.

1. Leadership for Change: Enduring Skills for Change Masters; *Kanter, Rosabeth Moss*; **Harvard Business School Publishing**; 11/25/2003; (16)
2. Understanding Leadership (HBR Classic); *Prentice, W.C.H.*; **Harvard Business School Publishing**; **Harvard Business Review**; 01/01/2004; (7)
3. Leadership--Warts and All; *Kellerman, Barbara*; **Harvard Business School Publishing**; **Harvard Business Review**; 01/01/2004; (5)
4. The Seven Ages of the Leader; *Bennis, Warren G.*; **Harvard Business School Publishing**; **Harvard Business Review**; 01/01/2004; (8)
5. Managers and Leaders: Are They Different? (HBR Classic); *Zaleznik, Abraham*; **Harvard Business School Publishing**; **Harvard Business Review**; 01/01/2004; (9)
6. What Makes a Leader? (HBR Classic); *Goleman, Daniel*; **Harvard Business School Publishing**; **Harvard Business Review**; 01/01/2004; (10)
7. Narcissistic Leaders: The Incredible Pros, the Inevitable Cons (HBR Classic); *Maccoby, Michael*; **Harvard Business School Publishing**; **Harvard Business Review**; 01/01/2004; (9)
8. In Search of Global Leaders; *Green, Stephen*; *Hassan, Fred*; *Immelt, Jeffrey*; *Marks, Michael*; *Meiland, Daniel*; **Harvard Business School Publishing**; **Harvard Business Review**; 08/01/2003; (7)
9. The End of Corporate Imperialism (Classic); *Prahalad, C.K.*; *Lieberthal, Kenneth*; **Harvard Business School Publishing**; **Harvard Business Review**; 08/01/2003; (10)
10. Power Is the Great Motivator (Classic); *McClelland, David C.*; *Burnham, David H.*; **Harvard Business School Publishing**; **Harvard Business Review**; 01/01/2003; (9)
11. What Leaders Really Do (Classic); *Kotter, John P.*; **Harvard Business School Publishing**; **Harvard Business Review**; 12/01/2001; (10)
12. Leadership in a Combat Zone (Classic); *Pagonis, William G.*; **Harvard Business School Publishing**; **Harvard Business Review**; 12/01/2001; (8)
13. The Work of Leadership (Classic); *Heifetz, Ronald A.*; *Laurie, Donald L.*; **Harvard Business School Publishing**; **Harvard Business Review**; 12/01/2001; (11)
14. Leadership: Sad Facts and Silver Linings (Classic); *Peters, Thomas J.*; **Harvard Business School Publishing**; **Harvard Business Review**; 12/01/2001; (8)
15. The Hard Work of Being a Soft Manager (Classic); *Peace, William H.*; **Harvard Business School Publishing**; **Harvard Business Review**; 12/01/2001; (7)

Course Activities:

Class Discussion

There are three arenas for discussion: face-to-face class sessions, synchronous chats, and asynchronous threaded discussions called newsgroups. Your participation is expected in all three.

Asynchronous (threaded discussion) in Newsgroups

LOCATION: pep.gsep.ed700.cadreX

Be watching your email for announcements regarding newsgroup postings in coming weeks. Also, see Dr. Polin's syllabus on newsgroups and Tapped In protocol.

[A more detailed outline of course activities will be provided in the September meetings.]

Tapped In Schedule

We will begin our Tapped In work after our face to face meeting in September/October. At that time, you will receive a meeting schedule.

Course Projects:

PROJECT I

F2F Leading Class Discussions: A List of Options

Please choose one of the following discussion topics and come prepared to lead a 10 minute discussion with the class during our first face to face meeting on October 2, 2004 in WLA. A 5-6 page APA formatted summary of your discussion is also due at the time of your discussion.

1. Compare and contrast at least two of your "role-model" leaders while integrating your discussion into the lives of your classmates and yours.
2. Identify and discuss five important trends in the use of technology toward increased leadership
3. Compare and contrast leadership versus management and highlight at least five examples of "best" practices in each.
4. Survey the field for "best practices" in leadership improvement executive coaching, summarizing your findings toward optimized usefulness for yourself and the class.
5. Compare and contrast leadership with power with authority with coercion and with management.
6. Describe at least five "best practices" in distance learning techniques and technologies applied to leadership training.
7. Create a useful topic and approach and have it approved by the professor before using it.
8. Conduct at least two interviews (face-to-face, phone or Internet) with recognized leaders in your field. Compare and contrast their leadership to at least each other, one other well "known" leader and to yourself as a leader. (A total of four reference points will be compared & contrasted)
9. Shadow for at least six hours (total) two leaders and do the same as above.
10. Review and critique five well-known leadership development institutions and compare each to the other in a way that adds value to your (and your classmates) understanding of why each is effective and for whom each is apparently most effective. (Examples include: CCL, Air Force Academy, Harvard Business School, Peace Corps and the US Marines)

11. Review and critique at least three other well known universities' approaches to teaching leadership at the doctoral level with that approach you perceive exists at our institution. Compare and contrast each prior to making at least five recommendations on how "we" could further improve.
12. Write a journal article on some facet of leadership or a related issue. Carefully review what has already been written on the topic so that you can build on and give credit to predecessors on the subject. Have a journal in mind for which you are writing so you will understand the nature of its readership and can create a manuscript that is appropriate for the publication. Use the guidelines in the American Psychological Association (APA) Manual for documentation (end notes and bibliography) unless the journal you have in mind requires a different style and in that case use that style (inform the professor about this, however). If you choose this option, you do not have to actually submit the paper you write to a journal (the exercise of preparing a manuscript will in itself be a worthwhile experience; doctoral level students should begin to think about publishing if they have not already done so). Page limit for this assignment is 8 pages, including bibliography.

PROJECT II

Leadership Theory and Practice:

In pairs, please select one of the primary leadership theories from the list below. You and your partner will lead a 10 minute discussion on your selected theory during our face-to-face class meeting in Boston. Feel free to use PowerPoint, handouts, and other learning aids as useful. Please read *Leadership: Theory and Practice* by Northouse and incorporate that information into your discussion. [Note: only one theory per dyad]. We will create these teams at our face to face time in Los Angeles.

TOPIC

TWO NAMES PER TEAM

| | |
|-------------------------------|--|
| Trait Approach | |
| Style Approach | |
| Situational Approach | |
| Contingency Theory | |
| Path-Goal Theory | |
| Leader-Member Exchange Theory | |
| Transformational Leadership | |
| Team Leadership | |
| Psychodynamic Approach | |
| Skills | |

PROJECT III

INDIVIDUAL APPLICATION REPORTS.

Apply course concepts to yourself, your career and your organization in a reflection paper and presentation to the class (most likely in a newsgroup format). The goal is to discover how you employ the course ideas and practices in your work relationships, organizational dynamics, career development and in the work itself. With that goal in mind, your paper should include:

1. A keen grasp and logical analysis of theoretical content, emphasize applications of ideas. Assume the reader understands the basics; don't explain the theories in a running commentary format, but analyze them insightfully, reporting on how you apply ideas.

2. An analysis that includes an exploration of the application of behaviors, attitudes, results, values, interactions, personal interpretations, etc.) Reports should include specific details (Who, What, When, Where, and How, along with Why).
3. Your questions about various topics to explore your curiosity, experiences, challenges, etc.
4. Taking stock of all relationships in your career (customers, bosses, subordinates, peers, etc.).
5. You can't cover all topics below, so choose the most pertinent ones and integrate them.
6. When relevant, analyze/apply ideas from any of our course textbooks.
7. Write 6-8 pages for your report in APA format.
8. Offer evidence as often as possible (performance evaluations, specific instances, observations, data from course instruments, etc.).

Leadership Reflection/Application Reports: Possible Topics

[Basic theme: "HOW I AM DEVELOPING AS A LEADER."]

- How does your leadership style relate to your career goals?
- Discuss the leadership dynamics of managers in your organization.
- How do the values we have discussed relate to your own values?
- Have you observed flexible or inflexible leadership styles? With what results?
- How do your own power/influence dynamics integrate with career aims?
- What leadership development obstacles and power/influence dynamics have you encountered? How have you resolved them? (or not resolved them?)
- Relate your TA Graph to your leadership dynamics.
- Discuss the impact of your career on your physical & emotional health, spiritual life, finances and other pertinent areas.
- Discuss the impact of your values, spiritual life and physical and emotional health on your career.
- Discuss and analyze value conflicts you have had at work.
- Discuss and analyze the origins of your ethics/values.
- Analyze your creativity. Identify blocks to creativity.
- Explore your decision making style(s).
- Do you have a mentor at work? Analyze dynamics and implications.
- Analyze organizational development at work. What changes have taken place? Were they implemented effectively? Relate to leadership.
- Is your organization innovative? Implications?

Evaluations:

Course grades will be based on the following activities:

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|------|---|-----------|
| I. | Project I: F2F Leading Class Discussions (ten minutes) NOTE: Please see "Class Discussion List" for choices. All discussion must appropriately integrate course content and must relate to the course readings so far. Due Date: October 2, 2004 WLA | 20 points |
| II. | Project II Leadership Theory and Practice: In pairs, please select the theory upon which you wish to lead a discussion during class. Please use PowerPoint, handouts, and other learning aids as useful. (10-minute presentation to the class supported by a 300-500 word paper Due Date: November 13, 2004 | 20 points |
| III. | Project III: Individual Application Report: In 6-8 pages which, describe your leadership "truths" and how those manifest into your displayed leadership style and results, presented to the professor by the last class period. Due Date: December 3, 2004 | 20 points |
| IV. | High Quality Class Participation (on-line and f2f), including your discussions/postings on selected chapters and readings from the required texts and articles. A schedule of the discussions will be posted soon. | 40 points |

Total points available

100 points

A = 92 points or above
B = 84 points to 91 points
C = 76 points to 83 points
D = 68 points to 75 points
F = Below 68 points